

PEER-TO-PEER LEARNING: SHORTER-TERM EDUCATIONAL MODELS

INTRODUCTION:

The Office for Students in the Care of D.C. (SCDC) met with different education providers in four states to better understand the practices of their shorter-term juvenile facilities and detention centers as a response to COVID-19 and remote learning and their plans for the upcoming 2020 school year. The goal of this document is to provide background information and examples from these jurisdictions as it relates to their specific educational models, innovative teaching and staffing mechanisms, and usage and employment of technology.

I. EDUCATION MODELS:



At the **Pasco County** Juvenile Detention Center, teachers have been unable to go to the actual school site; therefore, facility staff has had to monitor the students usage of Apex Learning. Due to security concerns from another facility, Zoom calls could

not take place; however, teachers could call their students at the facility and check-in with them. At the County Jail, the education coordinator was able to use the facility's visitation technology to provide some virtual instruction. **They are hoping to provide some in-person instruction in the Fall**, which will require some teachers to be creative in their delivery and approach.



Specifically at the juvenile detention facility, new arrivals are placed on a 72-hour medical lockdown and provided work packets and books. After this screening, they may participate in instruction, but must wear PPE. At the four facilities,

schools are operating on an **A/B rotating schedule, where half the staff reports for in-person instruction on week A and the other half reports on week B.** During their "work from home" weeks, staff must provide feedback that is "specific, measurable, and timely" to student assignments and technological support.



At the beginning of the public health emergency, many schools operated strictly through distance learning. However, the governor issued guidance for a hybrid model with set parameters to allow the teachers, who wanted

to, to provide part-time in-person instruction. Schools that want to be paid for instruction, must provide students some mechanism for direct instruction and feedback. **Some teachers pre-recorded lessons or called into the facilities through computer or video.** Schools in facilities are not required to seek approval from the Dept. of Education on their upcoming plans.



In **Tacoma**, facilities completely shutdown as a response to COVID-19. Teachers provided paper packets aligned with Edgenuity classes and students were monitored by correctional staff for 2.5

hours a day to work on them. **Moving forward, the facility will allow in-person instruction with all groups wearing PPE.** In the **Spokane** facilities, the newer residents are separated from the longer-term residents for precautionary reasons. **Continued remote teaching will take place in the Fall with additional support from correctional officers.**

II. INFORMATION ON TEACHING & STAFFING:

OREGON:

The facilities have identified **Teacher Assistants (TAs)** who are trained young people with previous involvement in the justice-system. TAs are provided minimum wage and work crew experience to assist the teachers in the classroom, set-up and distribute the technology, and the opportunity to lead short lessons. The Principal of these facilities cites her positive relationship and partnership with the non-education correctional staff (known as Group Life Coordinators) as the reason behind their willingness to monitor and supervise the TAs.

WASHINGTON:

Throughout the state, facilities are operating in different ways to best meet the needs of their students and staff. Some are employing hybrid models, remote instruction with Zoom calls, and others are slowly returning to some form of in-person instruction. In **Spokane**, the teaching staff has two Zoom sessions a day:

- A **morning session** for teachers to go over the work and lessons with the students; students are then monitored by correctional staff to complete the work
- Then at 1:00 an **afternoon session** is provided for teachers to check on students' progress

Education Advocates (EAs) are also used in the facilities to provide educational and transition support. EAs are employees of the employee service district and funded through Title I Grants.

Overall, facilities that were most successful in their ability to deliver education at this time were the ones who have coordinated and established relationships with their non-education staff.

- **Pasco County, FL** shares success in including non-education staff in their **educational scheduling and timing plans**.
- **Tacoma, WA** made a **formal change in their Memorandum of Agreement (MOA)** to better outline the duties and responsibilities necessary for their facilities' non-education staff in ensuring educational delivery and data sharing.

III. USAGE AND EMPLOYMENT OF TECHNOLOGY:



PASCO COUNTY, FL: Students at the Residential Treatment Facility (RTF) and Detention Center have access to laptops and desktops. Tablets are provided at the Jail, but currently are not accessible.

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OREGON: They have built 1:1 technology for every student in their care. The facilities use Chromebooks due to the long-battery life and cost, LanSchool technology for classroom management, and have monitored WiFi.

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WORLD POSSIBLE

WASHINGTON: Students are equipped with Chromebooks, Zoom, Google Classroom, and RACHEL Servers. RACHEL Servers are provided through World Possible and are non-internet devices that connect to servers that have free resources. Facilities can upload their own content to the devices as well.

MANAGING TECHNOLOGY

Finding ways to manage students' additional technology and device access and troubleshoot problems when they arise is a priority for **Oregon's juvenile facilities**. One Educational Assistant is charged with monitoring all 110 student screens. If trouble occurs, **they are able to freeze the device and contact a staff person who is on the ground to further handle the situation**. Further, during the school staff's A/B rotating schedule, a handful of staff are tasked with supporting device monitoring on their off weeks.

STATE CONTACTS:

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